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A Study of Disturbed and Maladjusted Indian Children

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A STUDY OF DISTURBED AND MALADJUSTED INDIAN CHILDREN

BY

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A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
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and Mechanic Arts

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CHAPTER I

INTRODUCTION

As a teacher for the United States Bureau of Indian Affairs, the author became interested in the problems and emotional upsets of an apparently increasing number of Indian school children. The disturbed and maladjusted individuals are unhappy, and the problems of helping them secure an adequate education or adjust to life and its manifold demands are almost overwhelming. She hoped to gather and consolidate information that will help in the identification of disturbed and maladjusted children, will give some insight into possible causes for their problems, and will give teachers some practical assistance in working with these children.

The author feels that if more attention is drawn to this apparently very real problem, if identifying characteristics are more fully understood and discussed, and if adult workers concerned with Indian youth become more cognizant of the facts much more can be done to help these young citizens adjust to school, home, and community.

The author hopes to show that there is a real need for further knowledge in the field of disturbed and maladjusted children, that there is indeed an increasing number of emotionally upset Indian children, and that socio-economic structure of the home area is a contributing factor in this problem.

Delimitation

This study is limited to Indian children who are largely enrolled in federal Indian schools. It is further limited to data secured from questionnaires, articles, and speeches given to Indian workers, personal interviews, and personal observations of the author and other workers in the field of education.

Procedure

The author studied literature in current publications, books, and government pamphlets to secure information about disturbed and maladjusted children in general.

A study was made of cumulative record cards at the Pierre Indian School, social workers' case histories, anecdotal records of teachers and dormitory workers, and school records of achievement. A questionnaire was compiled and mailed to a small representative group of workers with Indian youth. Personal interviews were conducted, and personal visits were made to reservations in North Dakota, South Dakota, Wyoming, and Montana.

Definitions

The socially and emotionally maladjusted children are those children who have unusual difficulty in maintaining satisfactory interpersonal relations. They fail to mature socially and emotionally within the limits which their society imposes.

Indian children are those children who have one-fourth or more Indian blood in their racial background.

CHAPTER II

REVIEW OF THE LITERATURE

William Cruickshank¹ defines the exceptional child as

One who deviates intellectually, physically, socially, or emotionally so markedly from what is considered to be normal growth and development that he cannot receive maximum benefit from a regular school program and requires a special class or supplementary instruction and services.

Emotionally disturbed or socially maladjusted children are those exceptional children who, because of family breakdown, disturbance in their development as individuals, or because of economic, social, religious or ethnic conflict, have failed to mature socially and emotionally within the bounds that society has imposed. Many of these individuals are exceptional in other ways as well, and they come from any social, racial, or cultural group.

Various programs and group activities for exceptional children and their education have been introduced since the time of Horace Mann and Dorothea Dix, but, on the whole, the history of the education for disturbed children has been one of neglect, inadequacy, and nonacceptance. Emotionally disturbed and maladjusted children were largely recognized as "bad" children, incorrigibles, or delinquents, endured in the school or expelled to further unsatisfactions and unanswered personal problems in a community that did not accept them.

Today, with the recognition that the exceptional child is first

¹William M. Cruickshank and G. Orville Johnson, Education of Exceptional Children and Youth (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1958), p. 3.

a child and second a child with exceptionalities, it behooves the individual classroom teacher to become more skilled in recognizing tendency toward emotional disturbances, and know what active measures he can take to alleviate or remedy the situation, what services are available to help the child, and some understanding into the causes for the disturbed condition in the first place.

The development of adequate corrective programs for emotionally disturbed and maladjusted children is a most pressing task in many schools today. Many times their behavior is too threatening to be ignored; their needs must be met at once or severe measures will have to be applied later. This group differs from other exceptional children in the difficulty in recognition. Often they appear just like normal children, and, hence are expected to respond like normal children.

Care must be taken to distinguish between healthy aggressiveness of youth and aggressive behavior because of maladjustment. Misbehavior can be expected on occasion from all children and youth. There are some types of defiance, however, that do indicate behavior which is an expression of deep-seated emotional conflicts.

Unwarranted behavior or apparently unprovoked behavior is a danger signal of the rebellious or delinquent child in the making. He may display tendencies toward a disturbed condition by a seemingly aimless wandering in fact or fancy, by destructive behavior, or by withdrawal. Redl² has said that these individuals see destruction as fun. Fun is

²Fritz Redl, "Our Troubles with Defiant Youth," Children, (January-February, 1955), pp. 5-9.

an immediate need, and any behavior in which the individual wants to indulge becomes "fun." Cohen³ found that malice is apparent throughout delinquent behavior. Definite pleasure is taken in the discomfort of others, delight is apparent in defiance of taboos, in expressing hostility toward adults, and terrorizing good children. Teachers and their rules are to be flouted.

Many times the pattern of behavior shows active spite, contempt, ridicule, and defiance. The individual will even describe himself as "plain mean." He has no long-term goals or ideals, no interest in activities which take skill, knowledge, and planning. He wants to do what he wants to do right now. He is impatient and impetuous and will fight regulations on any front.

Jenkins and Glickman⁴ present the following descriptive designations for help in identifying unsocial tendencies:

The Over-Inhibited

Boys

Sensitiveness over specific fact
Inferiority feelings
Depressed or discouraged attitudes
Worry over specific fact
Mental conflict
Unhappy manner
Psychoneurotic trends
Sensitiveness
Seclusiveness
Daydreaming

Girls

Inferiority feelings
Depressed or discouraged attitudes
Sensitiveness
Sensitiveness over specific fact
Daydreaming
Crying spells
Seclusiveness

³Albert K. Cohen, Delinquent Boys: The Culture of the Gang. (Glencoe, Illinois: The Free Press, 1955), p. 25.

⁴R. L. Jenkins and Sylvia Glickman, "Common Syndromes in Child Psychiatry, I. Deviant Behavior Traits," The American Journal of Orthopsychiatry, 16: 248-249.

The Unsocialized

Boys

Disturbing influence in school
Violence
Fighting
Quarrelsomeness
Destructiveness
Incorrigibility
Boastfulness
Teasing other children
Exclusion from school
Unpopularity

Girls

Violence
Fighting
Incorrigibility
Temper tantrums
Defiant attitude
Disobedience
Disturbing influence in school
Rudeness
Quarrelsomeness
Exclusion from school
Lying
Unpopularity
Leading others into bad conduct
Destructiveness
"Queerness"

Girl-Variant Group

Boastfulness
Violence
Bossiness
Temper tantrums

Unpopularity
Egocentricity
Selfishness
Changeable moods
"Spoiled child"

The Socialized Delinquent or Pseudo-socialized

Stealing
Truancy from home
Truancy from school
Police arrest
Staying out late at night
Associating with bad companions
"Running around with a gang"
Smoking and loitering
Incorrigibility
Lying
Leading others into bad conduct

Staying out late at night
Truancy from home
Truancy from school
Police arrest
Lying
Sex delinquency
Stealing
Over interest in the opposite sex
Incorrigibility
Associating with bad companions
Loitering

Teachers and others handling children can be alert for these early signs of maladjustment. Delinquency nor predelinquency cannot be scientifically

diagnosed as yet, but such studies are being carried out.

Sheldon and Eleanor Glueck⁵ found these identifying characteristics:

1. Physically--solidly built, closely knit, muscular physical structure
2. Temperament--restless, energetic, impulsive, extroverted, aggressive, destructive, often sadistic
3. Attitude--hostility, defiance, resentfulness, suspiciousness, stubbornness; socially assertive, adventurous, unconventional, nonsubmissive
4. Psychologically--tendency to direct and concrete action and thought, less methodical in problem approach
5. Socio-culture--reared in homes with little understanding, affection, stability, or moral fibre. Parents unfit as guides and protectors, not of the quality of personality to be ego-ideals for their children

Sociologists class certain communities as having a delinquency-oriented character structure. Behavior must be in line with broad over-all values, goals, and standards in the social group if the individual is to be a "success." This theory would tend to lay part of the problem upon community, as well as family.

William C. Kvaraceus⁶ has studied a number of tools and techniques for prediction of delinquent tendencies. Among these are the Glueck Prediction Tables, the Minnesota Multiphasic Personality Inventory, the Porteus Maze Test, the Washburne Social Adjustment Inventory, the

⁵Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency, (Cambridge, Massachusetts: Harvard University Press, 1950), pp. 281-282.

⁶Bernice Wilburn Moore, Juvenile Delinquency: Research, Theory, and Comment, Association for Supervision and Curriculum Development, (NEA: Washington, D.C., 1958), p. 22.

Stogdill Behavior Cards, the KD Proneness Scale and Check List, and the Personal Index Test.

The psychoanalytic theory for maladjustment and delinquency holds that all children are born with instinctual or inborn antisocial drives. To become social, the person must learn to "control" his "asocial" drives and desires. According to this theory, the delinquent is asocial, has no feeling of attachment for anyone, and no value structure to control his behavior. The therapist must become the delinquent's ideal if he is to help him.

The theory of identity diffusion as a cause for delinquency sees human growth from the point of view of the conflicts which the healthy personality weathers in his process of growth. "Ego diffusion" takes place when the growing individual does not see himself in his relations to others. He is not sure how he feels about himself, and he is unsure about how others feel about him. For healthy development, it is very important for young people to see themselves as individuals of worth to their peers, but more important still as individuals worthy of notice by important adults. Delinquents and psychotics of certain types have one thing in common in their mistrust in themselves as individuals of worth, and a disbelief in the possibility that they could ever do anything of value.

A more recent theory for delinquency is the theory of the delinquent ego. The task of the delinquent ego is to "get away with things" in an effort to have guilt free and anxiety free enjoyment of delinquent acts. It is the ego functioning in a planned attempt to defend non-acceptable impulses, of remaining guilt free rather than warding off

consequences for behavior. Delinquents need support. They obtain this support by picking the wrong kind of friends, joining gangs, and submitting to mob psychology. The delinquent will use the antisocial examples that he sees in movies and television shows to build his own "self-image," while normal youngsters will act these things out in imaginative play. These individuals develop great skill in counter-interviewing when put on the spot. They will frequently gain control of the situation by provoking anger, fury, aggression, and attack in an adult. Punishment is even welcomed as an escape hatch from an undesired change in behavior.

The theory of aggressive behavior is one of the better known theories for juvenile delinquency. Defiant behavior, out of control and directed toward immediate satisfaction, is an easily recognized indication of maladjustment. Aggression is the emotion of anger, put into action toward destruction of whatever blocks the desires or goals of the person. Aggressive behavior usually has two causes: insecurity in interpersonal relations, and anxiety over a feeling of inadequacy in reaching standards or goals set up for the person by powerful others in his society. Children who are not secure in their belief that they are wanted and loved will often develop tendencies toward aggressive behavior. Sometimes they develop when families, schools, or society set goals that are unattainable, or if superior achievement of others is called to the attention of the nonachievers. When there is a continued sense of failure, the individual's anger may be turned against the individual setting the goals or against the successful members of the group. The child may put a shell around himself as a guard against further hurt, or he avoids

defeat by not even performing up to his own level of ability. There is a tendency toward directing the aggression away from the cause of the trouble to a scapegoat, which may be the school or private property. Boys tend toward aggression more often than girls, because they have come to believe tender feelings and being good as feminine and set out to prove themselves masculine. The lower-class boy is more impelled to do this than the middle-class boy.

Anomie or normless behavior is a state of being without values or norms. Members of our society are expected to achieve and work for success, but all members of society do not accept this value because of the possibility of attainment. When there is no chance for success, there is no establishment of goals toward which to work. Where there is anomie and the loss of a feeling as part of the majority, then a new set of values have to be developed. Youngsters who find themselves in this situation may well build up their own value system through the formation of a delinquent gang with its own socially negative values. Then anomie no longer exists, because he now has values which can be attained in the social group of the gang.

The theory of differential association holds that a person becomes a delinquent where there are more beliefs within his main social group in favor of law violation than those in favor of being law abiding. The process of learning delinquency involves all the factors in learning that are involved in any other type of learning.

The theory of cultural transmission is based upon the direct relationship between delinquency and the socio-economic factors in local communities. Delinquency in certain areas becomes a tradition in itself.

Low income areas where there is great deprivation and frustration, and areas where there is great variation in cultural traditions and institutions, are centers where crime and delinquency may develop as the way of life. Through this type of behavior comes improved economic and social status.

In the delinquent subculture the mob or gang sets up its own value structure to justify its conduct. This leads quickly into behavior according to new group standards and a distinctive subculture. These new values may be directly opposed to those valued by the culture as a whole, but the gang gets its needs satisfied by the prevailing culture. Gaining status in one group must, of necessity, be achieved at the loss of status in the other culture. Delinquent subcultures are more often found in working class groups where the present is far more demanding than the future. One branch of a family will spend all it has for another, and where one is honest with some people but not honest in general. Boys from groups without privilege or opportunity join the subculture of the gang. Others join because of fear, a sense of guilt, or a need for success by some standard.

If a teacher understands these theories for delinquent behavior, knows the home environment of his pupils, and makes a real effort to know each pupil as an individual, he will have made a long step forward in helping socially maladjusted and emotionally disturbed youngsters in the classroom.

Margary and Eichorn⁷ found that:

Children with cultural handicaps may pose unique problems for the school administrator and teacher. It is often difficult, for example, to relate the classroom work of the child to his everyday life. The school psychologist is faced with a similar predicament when he tries to establish the intellectual, emotional, and perceptual competence of culturally handicapped youth by conventional psychological tests. Often, he is forced to resort to a 'culturally fair' instrument or adapt one of the widely used tests.

An important consideration in work with the child from a culturally deprived background is that of the social-psychological problems he may have to face. Too often such children have deep feelings of inadequacy, engendered by the reception of their peers and their marginal status in American society.

It is often very difficult for professional people to understand the culturally deprived child...because the child's behavior is viewed from a middle-class vantage point. It is therefore highly important for the person who works with groups such as those...to make an effort to understand the cultural influences and community conditions impinging on the lives of the children they serve.

The harmful effects of rejected minority status upon personality development is one that must be dealt with effectively according to Dr. Kenneth Clark⁸. In a study on the effects of prejudice and discrimination upon children, he found strong evidence that minority races, religions, and national backgrounds were closely associated with feelings of inferiority, loss of self-esteem, as well as patterns of overt behavior.

This behavior takes the form of direct or indirect hostility; aggressiveness toward individuals of the dominate group, other minority groups, or ones' own group; compensatory and exhibitionistic patterns; withdrawal and submissive, defensive and

⁷James F. Margary and John R. Eichorn, The Exceptional Child, (New York: Holt, Rinehart, & Winston, Inc., 1960).

⁸Kenneth Clark, "How to Protect Children Against Prejudice," Child Study, XXVIII, (Spring, 1951), 11-24.

repressive, and other general patterns of behavior indicating racial hypersensitivity.

With any discussion of maladjusted or disturbed children, the problem of discipline always arises. DeHaan and Kough⁹ have this to say about discipline:

Broadly speaking, you discipline a child when you help him learn to fit into society. This is necessary. It is part of education. You, as a teacher, have to teach this to the child if he has not learned it before.

Discipline has three aspects. First, rules and standards must be established—preferably with the participation of the youngsters who will have to abide by them. Second, children must be taught to live within the limits imposed by the rules and to live up to standards. Third, violations of the rules must be dealt with.

Too often, discipline is talked about only in terms of the third aspect, that is, what to do if the rules are broken. Only rarely do we talk about how the rules are established or taught. Most adults and teachers simply assume that the rules are made by adults for children. With such thinking an entire area of education is lost since the actual making of rules is an important part of learning. Your first questions after rules have been broken are to understand the reason behind the action.

The children who break the rules . . . present you with a teaching job. ----- Teach the rules with the same patience that you teach arithmetic. Allow the children to help make the rules, if possible. To help children learn the rules and to apply them is a teaching job.

Children who break rules willfully belong in a special category and require more attention. They may be the maladjusted and have a need to get rid of inner feelings that drive them into breaking rules. That is when the teacher needs to seek and understand what is behind the misbehavior. Two steps are necessary immediately. These are to render first aid and keep the classroom situation in hand, then, to follow-up the first aid with long-range recovery plans.

⁹Robert F. DeHaan and Jack Kough, Helping Children with Special Needs, (Chicago, Illinois: Science Research Associates, 1956), p. 134.

Dr. Fredric Wertham¹⁰, psychiatrist who is frequently called to examine young people charged with crime, says that usually children give ample warnings that spell really serious trouble ahead. Unhappiness is one disorder frequently overlooked, but a cranky, preoccupied, irritable child who does not play well may be truly unhappy. Perhaps he needs outside discipline to help him find security or just good reliable parental authority. A definite disorder of reading is always a grave matter. Reading disorders sometimes follow emotional upsets or a reading disorder may be the cause of an emotional upset. Children who persistently wet the bed are nearly always disturbed emotionally. It indicates an underlying disturbance with which the child cannot cope, and it may have a shattering effect on the child's morale and peace of mind. A child should never be punished for it. Children who develop persistent odd habits are asking for help. Children out of diapers who persist in habitually violent aggression and destruction are not perfectly natural. One such form of violence is fire setting. Pre-occupation with violence or violent acts may directly produce sexual excitement. That always indicates an abnormal psychological development. Irresponsibility such as running up huge charge account bills may lead to delinquency or severe personality disorder. A sudden sharp change in a child's personality may indicate trouble ahead. Any definite signs of homosexuality should always be taken seriously. Too much daydreaming can be a warning indication. Repeated running away is always a sign

¹⁰Fredric Wertham, "10 Ways a Child May Tell You He Is Headed for a Troubled Teen Age," Ladies' Home Journal: March, 1959).

that a child is facing an emotionally intolerable situation.

Dr. Benjamin Spock¹¹ states that a majority of the serious and chronic delinquents are boys and girls who have been neglected, not loved, and even abused in their own homes. Most parents of such youngsters are too disorganized in their feelings and functioning to seek help even if it is available. He also found that the proportion of delinquents who have school problems is very high. They cannot keep up with the class, and are apt to be rejected by teachers and classmates. Ten to fifteen per cent of all boys and two to three per cent of girls have difficulty learning to read, and, since reading is basic to all school work, these children are bound to lose self-confidence.

In a five-year study of the New York City Schools Dr. Robert M. MacIver¹² found that nearly half of a million students are in need of some kind of help. At least one-third of this half million are likely to have language difficulties, live under poor conditions, lack motivation and interest, or are educationally retarded. Ten to twenty per cent of the school population have learning disabilities arising from emotional or mental disturbance.

"One out of every ten children needs special educational services," reports the United States Joint Commission on Mental Health in its Action for Mental Health recommendations.

¹¹Dr. Benjamin Spock, "The Treatment of Delinquency," Ladies' Home Journal, (March, 1961).

¹²Nathan Brown, "New Chapters in West Side Stories," New York Times Magazine, (January 28, 1962).

Hunt¹³ and associates in a study exploring relations between symptomatic complaints made by parents about children in outpatient treatment and social status, sex, religion, age, family size, ordinal position, parental age differences, parent-child age differences, and family status (presence or absence of both parents) found:

Habit disorders were found to be significantly more frequent in younger children and tended to be so among females and among only and oldest children; but were unrelated to any of the other factors. Personality disorders exhibited no relationships to any of the factors under study nor did somatic complaints. Except for a tendency to be more frequent in 'normal' as compared with 'broken' homes, the same was true of neurotic disorders. Conduct disorders were significantly more frequent in children from 'broken' homes and tended to be so in older children, only children, and those with three or more siblings. They were unrelated to the other factors. Educational disabilities were related only to sex, being significantly more frequent in males. Complaints of mental deficiencies were related to most of the factors studied. They were more frequent among children farthest in age from their parents and tended to be more frequent among Catholics....Finally, children from 'nonnormal' families were significantly overrepresented in the clinic and were significantly older than 'normal' family children.

Healy and Bronner¹⁴ found that over 50 per cent of all delinquents come from homes with defective relationships such as step-parents, broken homes, quarreling between parents, and with hostility directed toward the child. "Much less security will result if an infant receives lavish caresses when parents are in the mood, alternating with periods of neglect and helpless frustration." This fault

¹³Raymond G. Hunt, Jack L. Roach, and Orville Gurrslin, "Factors and the Psychiatric Complaints of Disturbed Children," Journal of Consulting Psychology, XXIV (April, 1960), 194.

¹⁴W. Healy and A. F. Bronner, Delinquents and Criminals. (New York: The Macmillan Co., 1936).

is observed in children who have lived too long in orphanages or institutions.

They seem apathetic, inhibited, and lacking in self-control. When removed from the orphanage or temporarily freed from controls, they tend to be hyperactive and irresponsible, tearing books, getting hurt, or perhaps getting lost.

The herd treatment in many institutions does not give a child an opportunity to identify with an adult or to care what type of behavior might be approved. Conscience does not develop.

Healy and Bronner also found that enuresis was related to hyperactivity and aggression. They feel that all three symptoms no doubt date back to earlier thwarting. Michaels and Goodman¹⁵ found enuresis to be more prevalent among delinquents than among siblings. Since enuresis reflects a lack of inhibitory control it may not be significant as that same lack of control is responsible for delinquent behavior.

Lauretta Bender¹⁶ states that when children are deprived of parents' love, they experience this as a direct aggressive attack. They answer with unbridled aggressiveness as a reaction to the withdrawal of love. They get satisfaction from other sources and with destructive search. Behavior is disorganized and hyperkinetic; it is aimless and destructive. They are incapable of any personality maturation, interpersonal relationships, social relationships, or concepts. They do not experience guilt or anxiety. Some of the destructive behavior observed

¹⁵J. C. Michaels and S. Goodman, American Journal of Orthopsychiatry, IX, (1939), 59.

¹⁶Lauretta Bender, Aggression, Hostility, and Anxiety in Children, (Springfield, Ill.: Chas. C. Thomas, Pub., 1933).

was that of boys and girls of beginning puberty who had spent their lives running back to hostile rejecting mothers.

These children impress us with their diffusely impulsive unpatterned behavior...Motivation, discipline, punishment and insight therapy have little effect. The behavior remains always infantile. It is true that there are some differences as to the level of the infantile fixation, but it is always pre-oedipal and pre-superego. It is as though a newborn infant had urgent needs which must be satisfied. Screaming, kicking or temper tantrums or disturbed behavior of which the larger child is capable continues when frustration occurs, as it must a good deal of the time. All kinds of oral activity, clinging, wetting, soiling, senseless motor activity, genital manipulation may be observed. These are not neurotic traits and do not indicate regression but retardation in personality development. Psychopathic behavior disordered children are often attention-seeking, clinging, passively dependent, seductive, and amiable. This may be mistaken for an attachment or interpersonal relationship. Actually, there is no warmth, and the relationship can stand no separation or disappointments or demands; it shifts for the nearest new object as soon as the recipient is out of sight.

CHAPTER III

THE ENVIRONMENTAL AND EMOTIONAL CONDITION OF INDIAN YOUTH

There have been some pilot programs in the field of mental health among Indian children, speeches have been given by psychiatrists working in the field of mental hygiene, and some current literature has included information about the problem of disturbed and maladjusted Indian children.

Aleta Brownlee¹⁷, Child Welfare Consultant for the U.S. Department of Interior says,

In many ways the American Indian child is a child apart from other children....In many cases he is also a child caught between two cultures, having lost much of the stability of the old and not having generally taken on control of the new.

He is isolated by reason of language, custom, property control, court and local government, school, and medical care.

The Indian child on a reservation is surrounded by many adults who freely express feelings of dependency, inadequacy, and despair, and act accordingly thus producing an environment inimical to healthy living. The situation tends to prevent the child from having a normal approach to life, as it has his parents and even his grandparents. Too often the reservations in spite of their dances, feathers, and beads hold less glamour than misery for the children living on them. The trouble comes not so much from lack of money to help them, as from lack of the requisite understanding of them by others.

She quoted Dr. Ben Reifel's explanation about how Indians differ in that they are not future oriented, time is not important, saving has little meaning, and habituation to hard work is not part of the past history.

¹⁷Aleta Brownlee, "The American Indian Child," Children, V, (March, 1958), 55-60.

Many Indian parents do not encourage their children's interest in school and do not give their children experiences needed for a full successful education.

The chief reason the Bureau maintains schools is the lack of other schools available to Indian children. However, sixteen of its boarding schools and four of its dormitories also carry a large responsibility for the care of dependent and neglected children.

Being the principal resource for care of the school-age child away from his own home these boarding schools and dormitories have become a repository for children who have no parents or whose parents have abandoned them. They contain a great many children whose parents have separated and lost interest in them after taking on new partners and having other children. Many of the children were born out of wedlock and were first given by the mother to the maternal grandmother who when they reached school age turned them over to 'Uncle Sam' and permanent residence in a boarding school. Some of the children were abandoned by their mothers immediately after birth and lived in hospitals until they were old enough to attend school.

Since the addition of child-welfare workers to the Indian Bureau's staff, emphasis has been placed upon keeping children with their own families whenever they can attend a local school, and making more suitable plans for the parentless or abandoned where possible, usually by contract with public or private social agencies. Inevitably the concentration of serious social problems in a boarding school or dormitory unequipped with the specialized staff to meet them produces serious behavior problems.

Dr. Robert L. Leon¹⁸, Assistant Professor of Psychiatry at the University of Texas Southwestern Medical School, in his experiences as a consultant to the Division of Indian Health in the Aberdeen Area reported that very little is definitely known about the emotional problems of Indian children who attend government boarding schools. He did find that the problems are tremendous and that facilities for meeting them are grossly inadequate. In 1957, roughly 25,000 Indian children,

¹⁸Dr. Robert L. Leon, copy of a speech delivered to Workshop on Nursing in School Health, Program for Division of Indian Health Nurses, at Albuquerque, New Mexico, June 19, 1958.

or nineteen per cent of all Indian children in school, were housed in federally operated dormitories.

The principal of the Indian school where Dr. Leon observed, in a written report, reported that approximately fifty per cent of the children enrolled in that school were sent there because of social factors such as broken homes, neglect, predelinquency, or other home problems. Many others who list vocational reasons also have severe social and emotional problems. In conversations with leaders from other schools, he found similar situations existing in those schools too. He further stated that this estimate is undoubtedly far too high, but it does emphasize that a large problem does exist.

According to Dr. Leon, children who come from disturbed backgrounds, broken homes, or neglected childhoods, almost always have emotional problems. The small percentage of these children who become psychotic can be sent to state hospitals for treatment, but there are few facilities for treating the emotionally disturbed. He suggested that a study be made to determine the extent of the problem, and he emphasized the fact that the figure of approximately five per cent disturbed among average public school children can in no way be applied to boarding schools, because many of the children are sent to boarding schools because they do have emotional problems.

Some of the problems one can find in a boarding school include: a number of psychotic children; a number of severely neurotic children; anti-social children with personality disorders; children from deprived homes who can tolerate very little frustration and run away from any threatening situation; children with problems involving sexuality and

its various forms and manifestations such as promiscuity, disease, and pregnancy; children with homosexual tendencies (particularly boys); children with somatic physical disturbances who go to the clinic for affection and attention; children unhappy because of separation from home and family (particularly significant in children of ages five to eight); children with severe anxieties as displayed by sleeplessness and loss of appetite; and children with tendencies of regression to an earlier level of adjustment (whining, crying, clinging, demanding, bed wetting, stealing, aggression, and more intolerance to frustration). Dr. Leon emphasized the point that an infant who is deprived of maternal care over a significant period of time is always retarded both physically, intellectually, and socially; and that this retardation is irreversible and persists throughout life.

Dr. Thaddeus P. Krush¹⁹, Clinical Director of Community Services of Nebraska Psychiatric Institute, in giving his report after a year of spending two days a month as consultant at an Indian boarding school, stated that emotional problems as well as social problems are multiple in this type of boarding school. He estimated, conservatively, that at least one-half of the students came from socially unstable homes, that these students had severe academic retardation, and that adjustment at boarding school was compounded by complexes and attitudes. Ten to fifteen per cent had attended public school and failed because of poor attendance, and low academic background. As a result, sixty per cent of

¹⁹Indian Health Area Office, "Report of Mental Health Workshop," (Aberdeen, S. Dak., 1957).

the students have been classified as unsuited for public school enrollment.

Dr. Krush stated that it is widely recognized that disorganized homes are instrumental in creating mental disturbances in children.

Dr. Krush²⁰ reported several categories of emotional disturbances that he had observed in his experiences as a consultant two days a month at an Indian boarding school. These included conversion reactions; personality disorders whose dissocial actions appear to be constitutionally determined (The "I want what I want, when I want it, and I want it right now," "I want no restraint," type of individual); reactive depression individuals; trait disturbances such as inadequacy, emotional instability, and compulsivity; mentally retarded with somatic complaints; and two schizophrenic individuals.

Dropouts among Indian youngsters begin to take on serious proportions as early as fifth and sixth grades according to Dr. Boyce.²¹ Sometimes few Indian children ever enter high school and of those who do enter, reports indicate that sixty per cent drop out before graduation. Data indicate that Indian children are flunking at a higher rate than other children, and a flunking child becomes disheartened, emotionally disturbed, and seeks satisfactions elsewhere. Indian children do not understand many of the books prepared for "white" reading. Out-of-school experiences have not fitted him for comprehension and success.

²⁰Indian Health Area Office, "Second Annual Report of the Mental Health Pilot Project," (Aberdeen, S. Dak., 1958).

²¹George A. Boyce, "Why Do Indians Quit School?" Indian Education, (Washington, D.C., May 1, 1960).

Sylvan Hauff²² and Charles B. Mandsager, federal parole officers for South Dakota, have observed that nearly all crimes involving Indian defendants in South Dakota contain an element of alcoholism.

A commission activated by Indian Commissioner Glenn Emmons in 1956 found that excessive drinking appears as a symptomatic of underlying psychological, social, cultural, and economic disturbances of Indian people. Dr. Karl Menninger²³ says that excessive drinking is a reflection of unmanageable frustration and tension.

Dr. James Lawton, Jr.²⁴, Minneapolis General Hospital Child Psychiatrist, stated that young people who are chronic gasoline fume-sniffers do so because of basic unsatisfied needs and deep disturbances. If they are doing it to the extent of habit formation, they should definitely have psychiatric evaluation. He emphasized that there are probably more cases than is commonly assumed. These individuals will become future drug addicts and alcoholics. The habit is highly dangerous and can result in quick death.

Three young patients were studied. Each came from a maladjusted and emotionally unstable home. Each was an unhappy child who sought self-satisfaction which had not come from other sources. They had an

²²Fred Masek, "Drunkenness Is Found in Social History of Many South Dakota Offenders," The Sioux Falls Argus-Leader, (Sioux Falls, S. Dak., March 23, 1958).

²³Robert A. Barnes, "Liquor Use Growing with Indian Problems," The Sioux Falls Argus-Leader, (Sioux Falls, S. Dak., March 23, 1958).

²⁴Victor Cohn, "Doctors Say Fume-Sniffers Are Disturbed," Minneapolis Sunday Tribune, (Minneapolis, Minn., Jan. 7, 1962).

immense need for approval and acceptance, were extremely sensitive to anxiety, and felt the need for escape. The main aim was to rid themselves of their plaguing and all-persuasive tensions. Symptoms include confusion, lack of self-control, excitement, combativeness, blurred vision, and some in-co-ordination. Severe cases can show difficulty in breathing, delirium, coma, and convulsions. Sometimes convulsions may continue for days after the coma has passed. There has been wide-spread evidence of sniffing glue, airplane cement, as well as gasoline. Repeated inhalation can result in damage to the brain and have a depressing effect on bone marrow leading to fatal types of anemia. It can also lead to pneumonia and possibly fatal liver damage.

The above information is significant in connection with emotionally disturbed Indian children in that there has been an increased number of cases of sniffing among Indian young people. The author has seen numbers of individuals under the effect of such sniffing. The reactions observed fit closely with the observations of Dr. Lawton. One boy, who declared in a counseling session with the author that he was a regular sniffer, was hospitalized in a semi-coma condition and his life was in serious danger for several days. Usual symptoms of the use were observed as confusion, lack of self-control, and combativeness.

Indian Homes

The Sociology Department of South Dakota State College made a study of Indian families on the Crow Creek Reservation in South Dakota. The researchers found certain conditions as compared with non-Indian communities in rural South Dakota. There were extremely poor housing

conditions, relatively low level of education, mobility, income extremely low, minimum health and sanitation facilities, employment skills lacking, and isolation both physically and socially.²⁵ A study of family life on the Pine Ridge Reservation showed similar below standard living conditions as compared with other rural areas.²⁶

A typical dwelling is a two-room log or frame house. Four and six-tenths persons live in each dwelling unit. Only eighteen per cent have electricity, less than ten per cent have a refrigerator, and water must be hauled more than one-half a mile at eighty-four per cent of the homes on a typical reservation. Most homes have unapproved-type privies for waste disposal.²⁷

Thomas S. McPartland²⁸ made a study of socio-economic conditions on the Sisseton-Wahpeton Reservation. He found:

The typical Indian household in the survey occupied a dwelling unit which was substandard in condition, seriously overcrowded, and lacking in minimum facilities for comfort, sanitation, and personal cleanliness. Expenditures for food took a disproportionate share of family income in 90 percent of family units. The result was severe limitation or complete neglect of other essential components in the typical family budget. Even with abnormally large cash expenditures for food and contributions by the family through gardening, hunting, and the like, many households reported menus which gave evidence of nutritional inadequacy. Clothing was often sub-standard and poorly maintained

²⁵Vernon D. Malan and Joseph F. Powers, "The Crow Creek Indian Family," (S. Dak. State College, Bulletin No. 487, May, 1960).

²⁶Vernon D. Malan, "The Dakota Indian Family," (Brookings, S. Dak., SDSC, Bulletin No. 470, May, 1958).

²⁷U.S. Dept. of Health, Education, and Welfare, "Indians on Federal Reservations in the United States," (Washington, D.C., June, 1959).

²⁸Thomas S. McPartland, A Preliminary Socio-Economic Study of the Sisseton-Wahpeton Sioux, (Verillion, S. Dak., University of South Dakota, Dec., 1955).

NOT OF S.D.
BUT OF
NATION!

so that participation in school and other community activities was limited. Probably as a consequence of low levels of living, many families emphasized consumer goods and housing in their expressed desire for developmental aid, even though such uses will necessarily have only short-run benefits.

The summer of 1957, the author and another government employee traveled three thousand miles in South Dakota, North Dakota, Wyoming, and Montana visiting homes of students and former students of the school where employed. With but four exceptions, these homes were small one-room log cabins or frame shacks, unbelievably filthy, contained a bare minimum of furniture (usually a table, bed, and stove), and were largely maintained by aid to dependent children or relief.

Typically, a man would be sleeping on the only bed. When aroused, he frequently gave evidence of recent bouts with alcohol as did some of the women encountered. Many children were living in grandparents' or relatives' homes. Quite often there was no father in the home and scarcely any evidence of someone earning a living for the family. All of these homes were the poorest homes in the typical Indian community where many times the average Indian housing is below typical white housing in the same area.

HOW MANY HOMES
TOTAL?

CHAPTER IV

RESULTS OF OPINION POLL OF TYPICAL WORKERS WITH INDIAN YOUTH
AND STUDY OF INDIVIDUAL STUDENTS

Questionnaires were mailed to fifty representative workers with Indian youth. These workers included federal welfare workers, state welfare workers, federal educators, federal law officers, and federal probation officers. Thirty-nine of the questionnaires were returned, representing seventy-eight per cent of the total sent out. With a firm belief in the efficacious principle that an opinion poll of representative individuals will give a composite picture, the author presents the following results as secured through the questionnaire.

Estimates of numbers of disturbed and maladjusted children showed estimates of from one per cent to one hundred per cent disturbed with a mean of twenty-nine per cent. Children maladjusted to school were found to have a mean of thirty-four per cent, children maladjusted to community life showed an average of thirty-six per cent, while children maladjusted to home life showed a mean of twenty-four per cent. Estimates on number of delinquent Indian young people were from one per cent to eighty-five per cent, with a mean of twenty-four per cent.

Eighty-one per cent of the adult workers responding to the questionnaire worked in a predominately all Indian populated community, while nineteen per cent stated that their area of effort was in a predominately white community.

Fifty-two per cent of the respondents stated that their communities had a passive attitude toward violation of law, and nineteen per cent

HOW MANY WERE
NATIVE AMERICANS?

said the community even looked on stealing as all right if not caught. Thirty-two per cent felt that the community had a low estimate of law and law enforcement.

Aggressive behavior and fighting were participated in by forty-five per cent of the adults and was much in evidence at forty-two per cent of the individual homes, but only nineteen per cent of this fighting was regarded as a means for seeking a reputation as a tough character.

Disturbed boys were raised by mothers in thirty-nine per cent of the cases and by grandparents in thirty-nine per cent of the instances as compared with nine per cent raised in normal father-mother type of homes, three per cent raised in foster homes, three per cent raised by fathers alone, or nineteen per cent raised largely in institutions.

Maladjusted children's homes were judged to be below average in sixty-eight per cent of the cases, average for the community in sixteen per cent, and poverty stricken in nineteen per cent of the cases.

Respondents showed that in seventy-seven per cent of the cases members of the home community lived for the moment, thirteen per cent spent much on maintaining relatives, while only six per cent made plans for the future. The economic status of the home community was below average in fifty-eight per cent of the cases, nineteen per cent of the homes being listed as poverty stricken.

Maladjusted youngsters were neglected in fifty-two per cent of their homes, put in an institution (boarding school) by twenty-two per cent of the homes, mistreated in nine per cent, rejected in sixteen per cent, and loved in only nine per cent of their homes, some homes showing more than one characteristic attitude toward children.

WHAT IS
AVERAGE?
WHAT IS IT
BEING COMPARED
TO?

How WAS THIS MEASURED!!

Broken homes were given first ranking as being types of homes associated with disturbed and maladjusted children. Homes broken by divorce were most common, with homes broken by death ranking second. The second most frequent type of home was an unsuitable home which was unsuitable because of alcoholism or delinquency with the law, and third by sexual delinquency in the home. Illegitimate homes rated third, and normal homes (father and mother married and living together) as fourth.

The main source of income was aid to dependent children or relief in fifty-eight per cent of the cases, with only sixteen per cent of the families supported by individual employment. Sixteen per cent of the families got their support from land. Again the survey showed that some families were partially supported by more than one form.

Attitudes toward school and education were ranked in these most frequent orders: little parental interest, wished to leave school, truancy, defiance toward teachers, reading disability, retarded two to three years, unhappy at school (with causing disturbances, failing grades, and working alone showing this unhappiness), and destructive of school property. Very few respondents felt that students were achieving up to ability or that Indian children were rejected by classmates.

Outstanding characteristics of conduct of disturbed youngsters in ranking order were: delinquency, hostility and being defiant to parents (ranked equally), fighting and daydreaming (both ranked third), being defiant to teachers ranked fourth, stealing ranked fifth, name calling ranked sixth, and lying ranked seventh.

Boys showed the following physical characteristics ranking in order from first to last: poor physique, good physique, shorter than

average, weaker than average, stronger than average, unusual facial features, taller than average, and acne.

Maladjusted girls were listed as having these physical characteristics in the following order: early development; fat, unusual facial features, and late development (ranking equally as second); attractive; shorter than average; eye glasses; and taller than average.

The polled group felt that thirty-one per cent of the disturbed girls eventually became delinquent, and thirty-five per cent of the boys likewise became delinquent.

When the disturbed youngsters did become delinquent, the boys' delinquencies took these forms, again ranking in order: stealing, truancy, use of alcoholic beverages, assault and battery, car stealing, sexual crimes, and armed robbery.

Girls showed these ways of becoming delinquent ranking in order from first to last: stealing, vagrancy, sexual crimes, assault and battery, and car stealing.

Some comments accompanying the replies are of special interest. One probation officer stated,

Compared to metropolitan areas, delinquency pattern is of a milder nature. Most offenses result from drinking.... Most cases of misconduct are tolerated, if not encouraged by parents.

One welfare worker commented,

If a child has never known any other home life than that of living in filth and poverty, he is fairly well-adjusted to this type of life.

The regard for law enforcement varies from community to community. In the white communities, it is mostly a passive attitude, while in the Indian communities it is more of an attitude of steal as long as you don't get caught.

- I question this
RACIST ATTITUDE.

Typical Remarks from Student Autobiographies

"My father drinks too much."

"A mother should love her children."

"A mother should be a mother instead of going to places. My family could be better if they stayed home once in a while."

"Mother should take care of her kids. Some family difficulties in my family are they are drinking on weekends."

"My family could be better if my mother did not drink and if my father and mother lived together."

"I get mad when I can't do what I want to do."

"A mother should stay with the family and keep her family together and be comfortable at home. My family could be better if we had a mother and father to live with."

"We lived in the country. We had a nice place. We had horses and cows, and pigs, and sheep. We were just getting along just fine, until one year my mother quit my father. I was too little to remember, but my mother left us kids with my aunt. They was four of us, my two older sisters and my little brother. I really didn't know how my mother looked until I was about six or seven years old, but I use to hear my sisters talk about her. My aunt was nice to us kids. We liked her a lot, but now my mother is married again, and I got three more brothers and three more sisters. We're all happier now since we're with my mother and the kids like our stepfather cause he's nice to them."

"When we got there they fought over me and _____, but our grandmother took us My grandmother died and they had a big fuss over me, trying to decide who'll I stay with, but my mother just went ahead

and took me home, without deciding. I wanted to run away, but I decided to stay a little while. Then I knew I couldn't get along with them or eat the things they ate The years passed with hardships and loneliness but before I could realize I was in my teens, and interested in getting out in the world and having fun Things were getting worse everyday and pretty soon it was so awful I use to just sit and worry and worry, of how, when, where, we could get help, or the care, and love, but no never, not for us."

"My parents were hoping, that I would be a boy, so I could help with the farm they were going to buy. But as it is I was a girl, but they still accepted me. In about a month they were killed by a train while they were walking back on the railroad tracks The first day in school was hard because I didn't know how to talk English. It took me a long time to learn to talk English, but I learned anyway."

"My mother died when I was in the second grade so that summer I stayed with my sister in _____. Then she moved to _____ and that is where she stays now, but I stayed in _____ with my oldest brother and the other two brothers with my dad."

"My mother's real name was _____ before she was married. When she first married, she married my two stepsister's father, then her name was _____. I don't remember their father's first name, but I remember my mother saying he was a man that liked to ride horses and that he looked like a white man, but he was an Indian, and he rode 'bronks'. He was good at that. Then she married my father _____. He was a good Sioux Indian and a good worker. My mother told me that he drove great big 'semmies', one of those big trucks, and

he was a good one at fishing, too. She said that he caught catfish as big as I was when I was two years old, and even bigger than me. After he died my mother and us kids went all over Nebraska and South Dakota with her brother. When my mother and us kids went to _____, _____, my mother met _____ and was married to him and had _____. He died because of being beaten up by men because he carried too much money around. After he died she married nobody."

"I was eight years old when my mother and father broke up. My father had TB and was in the hospital for thirteen years."

"I lived with my mother all the time because my mother and father are parted. They parted when I was about six years old. He had to go to the pen for cashing bad checks. I didn't know my dad till I was about ten years old. One evening I went to bed. I was awakened by a man talking, so I came downstairs to see a man sitting in the kitchen drinking coffee. I asked my mother who that was and she said that it was my dad. He treated me just good but my older sister _____ didn't like him. She's my stepsister. She owns the house so she told him to get out, so he did and he stayed with my grandmother. He started to drink and my mother never talk to him from then on."

"I was born in Rapid City, and when I was four years old my mother and dad got a divorce, so I had to stay with my grandmother when I was five years old."

"My mother died when I was seven years old. I was in the second grade. And my father died when I was eleven. After they died I lived with my oldest sister, who is married and has two kids, a boy and a girl. School was kinda hard after my mother died because she used to help me

with my subjects."

"My mother had been married before so she has one girl and one boy and my dad had three boys and one girl and this continues back to me."

"We were living nicely and all in one happy family, until my mother died and then they sent my dad away for killing the cattle on the sly when we didn't have any food in the hard winters. (Actually for contributing to mother's death) Then us kids, brothers and sisters, were sent away to a boarding school and stayed there for one school year When I left from here I stayed with my brother one year, but I couldn't seem to get along with him so I stayed with my aunt, but then she drank too much so I stayed with some people by the name of _____. I stayed with them until they returned to their own reservation. Then I stayed with my sister."

Observations of Students Taken from Anecdotal Records and Evaluations on Permanent Record Cards

"_____ has had quite a bit of trouble adjusting to boarding school. He is a leader both in the classroom and dormitory. He ran away, but I am glad to say that he seems on the road to directing his leadership for the school rather than against it. He is an intelligent boy and resents the fact that he did not complete the eighth grade last year. He really needs the social life of high school. He has been given extra jobs to do such as learn to operate the mimeograph, and that helps to re-direct his extra time and his lively interest."

Later this boy pulled a knife on an employee and left the government school. Soon after leaving he stole a car and was sent to Plankinton. At present he is in the juvenile section of the state penitentiary for car stealing. His troubles began when his father and mother were divorced and neither parent wanted the children nor did their new mates.

_____- "An intelligent girl. Seriously disturbed by home situations. Could do excellent school work if the social problem were adjusted. Musical." This girl's mother had six children although she had never been married. The children lived with elderly grandparents who had trouble managing the children and also in keeping their own grown sons in line when they would come home on their drinking sprees. The author visited this home and met the grandparents. The grandmother is a deaf mute who communicates through Indian sign language.

_____- "Low average to poor student. Inclined to act babyish and pout." This girl had definite infantile characteristics all through elementary school. Between her eighth grade graduation and

first year of high school she was taken on drinking parties by her mother. She became pregnant and dropped high school during her freshman year.

_____ -- "Intelligent. Wants to have attention even if it is punishment. Unsettled home conditions probably could be blamed for her tantrums and loud ways. Would make an excellent student if she would learn to re-direct her energies."

_____ -- "Intelligent boy. Disturbed over the fact that he has no home and no one that cares about him. Really seeking attention and affection, I believe. Could be an excellent student. Talented in art and musical." Later this boy was asked to leave school for attacking an employee. The author visited his home and found that he was barely tolerated in the home of an uncle, the only home that he had known for years. He did enter high school but dropped out before graduation.

"_____ -- is unable to do any eighth grade work. He does not know how to read."

"_____ -- feels hurt when others tease her. More so than she should."

"_____ -- appears unhappy part of the time."

"_____ -- is naughty . . . feels others are making fun of him. School work is hard for him. Inclined to be snarty."

"_____ -- tells me he is honest now. I hope so. Used to be very dishonest. Neglects personal cleanliness. Suffers from lack of affection and a feeling of belonging."

"_____ -- doesn't seem to trust people. Acts like she feels people are against her all the time . . . Not exactly naughty, but moody."

"_____ -- is too much inclined to let the other fellow tell him what to do."

"_____ -- was very unhappy when picked up in _____. Didn't trust any of us and apparently had had unfortunate experiences with grown-ups. She has improved no end since arriving . . . Fixes her hair nicely, keeps clean, and smiles when she meets you."

"_____ -- is inclined to get into trouble trying to be funny."

"_____ -- is too shy and inclined to daydream and waste time."

"_____ -- is too quiet and shy. Used to be very unhappy that he did not get to go home, but apparently does not want to go home now . . . Inclined to neglect personal cleanliness."

"_____ -- is lazy and tries to attract attention by being naughty, loud, and boisterous."

"_____ -- is too quiet."

"_____ -- appears to be a boy that hasn't had a very happy life. He doesn't seem to trust people and seems amazed when anyone is nice to him."

"_____ -- is not easy to work with. She is so anxious to please and for attention that she falls all over herself." This girl became very delinquent and was sent to the state industrial school, where she completed high school. She received further training and has held a good job for some time.

"_____ -- comes from a broken home and bad influences at his father's home. These seem to have made too much of an impression on him. He talks dirty and makes dirty remarks to other students."

"_____ -- was involved in an episode of sucking gasoline again

tonight . . . was sniffing permanent wave solution . . . had a tube of rubber cement at the party . . . broke a window tonight."

"_____ -- had a bad time adjusting to boarding school routine. She has never learned to discipline herself nor to accept situations that she does not like."

"_____ -- is an intelligent girl, but she is too upset about home conditions to use her full ability for school work. She caused many disturbances at school and in the dormitory by running away, destroying property, smelling gasoline, skipping school, and causing fights."

"_____ -- was constantly in trouble either at the school or in the dormitory by causing fights, runaways, trouble with the girl's boy friends, or just plain seeking attention. Her attitude toward all people in authority was belligerent."

"_____ -- was a disturbing influence in school and in the dormitory. She was involved in numerous episodes of breathing gasoline and other volatile substances."

"Material things mean a great deal to _____."

"_____ -- is always acting like a bully."

"_____ -- was crying in the night because she was lonesome."

"_____ -- was eating finger nail polish tonight."

"_____, _____, and _____ shoplifted five rings, candy bars, cigarettes, and hair tonic."

_____ -- enrolled late. Soon after enrolling he ran away five times, but was returned each time. "Part of the time he cried profusely, saying that he was terribly homesick, and that he had never been so far from home before. We sympathized with him, but the next minute

he was mad at us, swearing, and saying he hated us all . . . He has simply refused to do one thing in school . . . _____ has been uncooperative in every respect since he has been in the _____ School."

"_____ -- was fighting with _____. Had to break them up twice."

"_____ -- deliberately broke a window in the locker room."

"_____ -- was real bad all evening. Used filthy language, carried tales between girls, and tried to start fights . . . Just giggled and rolled her eyes when questioned."

"When _____ enrolled in the fall of 1960, we found that she was rough and rowdy, and not a bit like she had been the year before. All she talked about was her gang, how much drinking they had done, and how her boy friend was going to come and get her. We found a very sharp dagger-like knife in her locker after other girls had warned us that she was hiding a knife."

"_____ -- could be a good student but lacks incentive. She is loud and overbearing, apparently to attract attention. She feels that most people do not like her so acts accordingly. She is unattractive and resents that."

"_____ 's mother came to see her. She was very drunk and the police had to be called to get her off the campus. She gave cigarettes to the girls and left some beer on the campus when she left."

Illustrative Cases

_____ is eleven-thirty seconds Indian, very pretty, and rather grown-up and sure of herself for a fourteen-year-old girl. She is the youngest child in a fairly large family. Her mother died when she was six months old and her father, who is quite elderly to care for a young child, attempted to rear her alone.

The older children all grew up and established their own homes leaving _____ alone with her father during her puberty and beginning teens. There was much family love and rather close ties, but, as the welfare worker expressed it, "this does not extend to respect for father's opinions and dictates."

_____ became involved with an older group of teen agers and her father could not control her coming and going. He requested that she be enrolled in a boarding school away from her undesirable friends.

The father reported that _____ had tried to kill herself once, and he was afraid that she would because her own mother's death had been a suicide.

At school _____ was very unhappy, frequently cried at night, and stayed by herself. When she finally sought help from the school counselors it was discovered that she was four months pregnant. She was terrified both about the pregnancy and about having to tell her father.

She was helped with her adjustments and arrangements were made for her to enter a home for unwed mothers. Her baby has been adopted and she has reentered school.

* * * *

_____ is a fifteen-year-old Sioux Indian boy. He has an older half brother and an older half sister as well as eight younger brothers and sisters. The mother was killed in an automobile accident and since that time the father has remarried a very young wife. The children, the father, his young wife, her baby by _____'s father and another child of hers all live with the grandmother in her none too big house. Part of the children live with an aunt and uncle whenever things get too much for the grandmother. The father has shown little interest in his older children since their mother's death, the young wife cannot cope with them, and the grandmother is too old to keep track of them.

_____ feels rejected at home, distrustful of most adults, and angry at the world. He was involved in numerous breaks with the law such as stealing, car theft, drinking, and truancy from school. Finally the court put him on federal probation and removed him from the home environment to a boarding school where his younger brothers and sisters were already in attendance.

His teacher's summary lists him as "very shy and unsure of his own ability to do things. Could be a good student if he would learn to budget his time and get things done. Needs constant reminding. Rather quick tempered and inclined to fight. Feels the lack of home ties rather acutely."

The author worked with this boy for a year as contact person for the federal probation officer. She held numerous counseling sessions with him and finally was able to create enough rapport for _____ to talk rather freely, a thing he never did very well with other adults. He visited her home, worked at odd jobs for her, and learned to express

both pleasure and gratefulness when included in projects.

_____ has plans for high school and has expressed hopes that he will not have to go back to the reservation and its temptations. A very fine girl friend has inspired him to hope to be worthy of her attentions and has helped with his desire to lead a worthy life.

No record of testing for intellectual ability was available, but class achievement showed that _____ should be able to do high school work with ease.

. . . .

_____ is a seventeen-year-old Indian boy who has lived on or near a reservation most of his life. His father is dead and his mother really maintains no home. _____ lived here and there, in an elusive manner, somewhat like a mole. He would hang out with anyone who would open the door and attended school in an erratic manner. His mother seldom knew where he was nor showed much concern.

Finally he was picked up by juvenile authorities for curfew violation and drinking. The mother refused to assume any responsibility so the juvenile court recommended that he be removed from the community and sent to a boarding school.

At school he had great difficulty applying himself to studying, was extremely nervous, and was observed talking to himself about his troubles. He was always overly pleased with any attention. Toward the end of the school year _____'s nervousness had improved and he liked school to the extent that he voluntarily asked help in enrolling in high school.

Once during the school year _____ became violently ill and was rushed to the hospital. It was never determined whether he had taken a large number of aspirin pills or if he had sniffed rubber cement. In a counseling session with the author he did tell about sniffing gasoline and that he had done that on the reservation.

This boy enjoyed physical activities such as track and basketball.

. . . .

_____ is a fourteen-year-old boy who comes from a confused and disturbing family. His father and mother live together, but the father goes on extended drunken sprees at which time the mother becomes the target of his ungovernable rage unless she drinks with him. He has been known to kick her in the stomach and even threw her out of a moving pick up. _____ was placed in a boarding home for three years, but returned home when his mother became hospitalized. _____ requested that he be allowed to go to boarding school to get away from the conflicting home situation, but worried a great deal about home situations while gone. His typical reaction to any frustration was to double up his fists and prepare to fight.

. . . .

_____ is the youngest of four boys from a family that has always lived on the reservation. His father is divorced from his mother and living with a family neighbor and has another child at this home. The mother expressed anxiety about _____ falling into the community pattern of delinquency, indifference to school, and no personal

responsibility. She sent him away to school.

At school _____ was very unhappy and tried to run away home on a number of occasions. One time the group of boys stole three cars and crossed three state lines before being apprehended. The owners did not prosecute the case. Later two of these boys stole another car and wrecked it. As a result they are on parole to the state and must report at frequent intervals.

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_____ "Nervous almost to hysteria at times. Given to spells of very nervous laughter. Finds it hard to work with other people. Does fair work when sitting and working alone. Sassy. Inclined to generate disturbances." This boy cried all night the night before he left for boarding school. He had loved his father very much and was gravely upset when the father suddenly died from a heart attack. Many times he was heard to express concern over the whereabouts and health of his arthritic mother.

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_____ is a sixteen-year-old Indian girl who came from a home where she had always been "rejected and neglected." Her parents are heavy drinkers who were constantly in trouble with the law either for drinking or child neglect. The children were removed from the home for a short time, but they refused to stay away so were allowed to return.

_____ herself has been involved in numerous instances of drinking and running around with undesirable company to the extent of being

confined in the city jail on a number of occasions.

Her teacher said, "She has to be coaxed to come into the classroom. She will sit and laugh while the other boys and girls are working seriously with their school work. She sits and gazes around in the room. Suddenly she feels that she is violently ill. She will go to the girl's washroom and just stay . . . She tears paper that is passed out for school work into tiny strips, either chews the paper, or leaves it in her desk."

A few of the thirty comments in her folder are:

"_____ refused to get up this morning." "_____ would not report for work (detail) even after being told to." "_____ was trying to fight _____." "_____ refused to serve food to some girls." "After Mrs. _____ left she threw one of her fits, took off her glasses, threw them on the floor, cried, then the next minute she was laughing, then singing." "In trying to get her to go to supper, she threatened to hit me. Stood my ground and told her to go ahead. She backed down and became very stubborn. I no longer pushed the issue and she was left alone here in the building . . . When we left _____ was carrying on, crying, and screaming, nothing unusual for her." "_____ had to be taken to school this A.M. as she refused to go by herself." "_____ ran away at 9:30 P.M. Was returned next day. Very belligerent. Mr. _____ came and took her to school."

This girl ran away repeatedly. After such an episode she would either be very belligerent or very, very sorry. When sorry she would sob and cry and tell everyone she was sorry. Other times she would scream and yell or sing at the top of her lungs.

The doctor was consulted about _____'s behavior, but he felt that her actions were due to a behavior disorder rather than acute nervous disorder.

Since returning to the reservation _____ has had a history of drinking spress and wild parties, many of them with married men. She was returned home from high school because of being pregnant and was to be admitted to a home for unwed mothers.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

In this study of disturbed and maladjusted Indian children, the author hoped to show that there is a need for more knowledge in this field, that there is an increase in the number of emotionally upset Indian children, and that the socio-economic structure of the home area is a contributing factor in the problem.

The results of the questionnaire showed that other workers with Indian youth did indeed feel that there are a large number of disturbed and maladjusted Indian children in many areas where Indian citizens comprise a high percentage of the general population such as many areas in South Dakota. Respondents estimated twenty-nine per cent of the Indian children in their areas as being disturbed, thirty-four per cent maladjusted to school, twenty-four per cent maladjusted to home life, and twenty-four delinquent. This is a very high percentage as compared with an estimate of three to four per cent of the general school population (Morse's estimate), and does give an indication of the seriousness of the problem.

A study of autobiographies, workers' anecdotal records, and general observations by trained personnel at institutions housing Indian children further emphasize increase in the problem of disturbed and maladjusted individuals.

Respondents indicated that maladjusted Indian children come from home areas where the population is predominately Indian, that the home communities had a passive to low regard for law enforcement, and that

fighting and aggressive behavior was much in evidence among adult members of the community. Fifty-eight per cent of the homes producing disturbed children were below average to the general average in a community that was in itself below the general average for predominately white communities in surrounding areas. Members of these communities showed little inclination to plan for the future or to plan for the education and future welfare of their children.

Results of the survey, a study of autobiographies, and visits to homes all showed that most of the disturbed Indian children were raised in other atypical situations such as largely female-dominated homes. In these homes the children were neglected, rejected, or put in an institution either by the parent or welfare personnel on the reservations. Divorce, alcoholism, illegitimacy, and delinquency were closely associated with the homes, and relief was the predominate method of support.

Recommendations for Further Study

The author believes that further studies of this problem should be made, that the effect of an increase of trained personnel should be investigated, that a study for improving home conditions and enabling children to be educated from home environments should be investigated, and that workers with Indian youth should be encouraged to study literature and recommendations for identifying and helping disturbed children, perhaps compiling lists of publications for additions to local libraries.

Each school could establish a study of the significance of present educational goals for the Indian student population in that particular school.

Teachers in schools enrolling large percentages of Indian children should be encouraged to make studies of disturbed and maladjusted behavior, the identification of such individuals, ways of working with them, and what can be done to help prevent further disruption of character.

Some tribal councils have set up committees to study alcoholism and to keep the general public informed about its effect on the family. Further study and action along this line should bring positive results. Better home life would give security and support to children in those homes.

Forest projects such as the Pinehill project in Utah and the youth conservation projects in Wisconsin might warrant study as a means of helping Indian youth realize their own worth to the community and the state.

All workers with children should realize that the sooner help starts for the disturbed and maladjusted child, the greater opportunity there is for success.

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APPENDIX

Results of Polled Survey of Representative Workers

1. What is the nature of your work with Indian children?

 x Educator x Social Worker Psychologist
 Teacher-Advisor x State x Probation Officer
 x Law Officer x Federal State x Federal
 State x Federal Psychiatric

2. What per cent of the Indian children that you work with are:

 29% Disturbed? 36% Maladjusted to community life?
 24% Delinquent? 34% Maladjusted to school?
 24% Maladjusted to home life?

3. Was the membership of the home community predominately:

 81% Indian in population? 19% White in population?

4. How did the home community regard law enforcement?

 23% With high regard 52% Passive attitude toward violation
 32% With low regard 19% Stealing all right unless caught

5. How was fighting and aggressive behavior regarded in the home community?

 19% Way to gain a reputation 45% Participated in by adults
 42% Much in evidence at individual homes

6. Were the disturbed boys reared largely by:

 39% Mothers? 3% Fathers? 9% Mothers and Fathers?
 39% Grandparents? 3% Foster homes? 19% Institutions?

7. What was the economic status of the maladjusted individuals' homes?

 68% Below average 16% Average 19% Poverty stricken
 0 Above average

8. Did the members of the home community show strong inclinations to:

 6% Plan for the future? 77% Live for the moment?
 0 Save for education, future, etc.? 13% Spend everything on relatives?

9. What was the economic status of the home community?

 58% Below average 29% Average 16% Poverty stricken
 0 Above average

10. How were the disturbed and maladjusted individuals accepted in their own homes?

9% Loved 52% Neglected 22% Put in an institution
16% Rejected 16% Considered worthwhile 9% Mistreated

11. Please check in 1st, 2nd, 3rd, etc. ranking order the types of homes predominately associated with disturbed and maladjusted Indian children?

4th Normal home (father and mother married and living together)

1st Broken home 2nd Unsuitable home 3rd Illegitimate

1 By divorce

1 Alcoholism

2 By death

2 Delinquent (Law)

3 Delinquent (Sexual)

12. What was the main source of income?

16% Land 26% Individual employment 58% A.D.C. 58% Relief

13. What was the attitude toward school? Please check the five(5) most outstanding characteristics that you have observed. Please put the 5 in 1st, 2nd, 3rd, 4th, & 5th order of ranking frequency.

<u>8</u> Interested	<u>4</u> Defiant toward teacher
<u>8</u> Achieving up to ability	<u>3</u> Truancy
<u>5</u> Reading disability	<u>0</u> Cheating
<u>6</u> Retarded 2 to 3 years	<u>8</u> Destructive of school property
<u>2</u> Wished to leave school	<u>7</u> Unhappy at school
<u>10</u> Rejected by classmates	<u>1st</u> Causes disturbances at school
<u>1</u> Little parental interest	<u>3rd</u> Works alone most of the time
<u>9</u> Lack of confidence	<u>2nd</u> Failing grades

14. What were the five(5) most outstanding characteristics of conduct in ranking order? Please put in 1st, 2nd, 3rd, 4th, & 5th order according to frequency.

<u>5</u> Stealing	<u>Fire</u> setting	<u>3</u> Day dreaming
<u>2</u> Defiant to parents	<u>6</u> Name calls	<u>Hyperactivity</u>
<u>4</u> Defiant to teachers	<u>7</u> Lying	<u>Headaches</u>
<u>Bullying</u>	<u>Spinelessness</u>	<u>Stomach upsets</u>
<u>3</u> Fighting	<u>Solitary</u>	<u>Suicidal tendencies</u>
<u>2</u> Hostility	<u>Plays alone</u>	
<u>Cries easily</u>	<u>Sexual misconduct</u>	
<u>Swearing</u>	<u>Homosexual</u>	<u>Thumb sucking</u>
<u>1</u> Delinquent	<u>Despondent</u>	<u>Hay fever</u>
<u>Aggressive</u>	<u>Clinging</u>	<u>Bragging</u>
<u>Bed wetting</u>	<u>Greedy</u>	<u>Accident prone</u>
<u>Temper tantrums</u>	<u>Jealous</u>	<u>Fearful</u>

15. What physical characteristics were most frequently observed? List in 1st, 2nd, 3rd, etc. ranking order.

Boys:

- 7 Taller than average
- 3 Shorter than average
- 1 Poor physique
- 2 Good physique
- 4 Weaker than average
- 5 Stronger than average
- 6 Unusual facial features
- 8 Acne

Girls:

- 6 Taller than average
- 4 Shorter than average
- 2 Fat
- 5 Eye glasses
- 2 Unusual facial features
- 3 Attractive
- 2 Late development
- 1 Early development

16. What per cent of the disturbed and maladjusted Indian children, within your experience, eventually also became delinquent? Please estimate.

31% Girls

35% Boys

17. What forms did this delinquency take? Please list in 1,2,3, etc. ranking.

Boys:

- 1 Stealing
- 7 Armed robbery
- 4 Assault and battery
- 5 Car stealing
- 6 Sexual crimes
- Murder
- 3 Drinking
- 2 Truancy

Girls:

- 1 Stealing
- 4 Assault and battery
- 3 Sexual crimes
- 2 Vagrancy
- 5 Car stealing
- Other(Be Specific)